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SPOTLIGHT

COUNSELLING AND GUIDANCE BRANCH • Supervisor: T.R. Mott

VOLUME 3, NUMBER 3

MAY, 1973

RESEARCH INTO CAREER ENTRY SKILLS

Submitted by Andrew K. Clark, Ph.D., University of Alberta

The author is currently investigating Career Entry Skills (CES) under a research grant from the General Fund of the University of Alberta.

What are Career Entry Skills and what is their significance? CES may be defined as those skills and competencies which will enable or assist a job seeker to obtain suitable employment. While there may be other related skills, the main CES appear to be:

- Making analysis of one's skills, qualifications, job preferences
- The preparation, production, and use of a resume
- Writing letters of application
- Researching prospective employers and opportunities
- Using various job search methods
- Handling the employment interview

CES hold a unique position relative to the High School vocational guidance function on one hand and economic aspects such as manpower utilization, labor markets, and job search behavior on the other.

The two main functions of vocational guidance appear to be the provision of Career Information to help a student make a vocational decision, and Career Preparation through proper course selection, etc. The provision of CES is perhaps of equal importance for an individual's vocational success. Although the professions and other well-developed career fields are subject to systematic placement procedures (as at universities and institutes of technology), career entry is largely unstructured for those of high school age, the group with the highest rate of unemployment.

The significance of CES for the economic field is indicated by several recent publications, such as the chapter on Canadian Job Markets in the 8th Annual Review of the Economic Council of Canada (1971) and Maki's study of job search behavior. The relationship of the economic sphere to the guidance sphere is exemplified by the work of Ginzberg, an economist whose volumes on career guidance (1951,

1972), have been highly influential.

The objectives of the research were two-fold: to determine what proportion of the time of full-time guidance counsellors is spent on vocational guidance activities, including CES; to determine the level of CES held by job applicants in the 16-20 year old range, as judged by the personnel officers in business and industry who make the hiring decisions.

The names were obtained of approximately 55 full-time guidance counsellors in the Edmonton area. A group of personnel officers for the largest organizations in the Edmonton area was also identified. A separate survey instrument was developed for each group and administered by mail in mid-January. By mid-February 75 to 80 per cent of each group had returned the questionnaires. Although several responses from each group were unusable because of faulty completion, the final return rate of valid questionnaires was approximately 67 per cent, which is considered satisfactory for research instruments of this type.

Preliminary statistical manipulation of the raw data by computer has been completed. Tabulation, analysis and interpretation of the data is underway and should be completed by the end of May, when the results of the research will be presented in a paper at the annual conference of the Canadian Society for the Study of Education at Kingston, Ontario.

Economic Council of Canada. Eighth Annual Review, 1971.

Ginzberg, E. Career Guidance, McGraw-Hill, New York, 1971.

Ginzberg, E. et al. Occupational Choice. Columbia University Press, New York, 1951.

Maki, D.R. Search Behavior in Canadian Job Markets, Economic Council of Canada, Special Study No. 15, 1972.

BLOOM SUMS UP FINDINGS ON INDIVIDUAL DIFFERENCES, SUCCESS, TEACHERS, CURRICULUM INTERRELATIONSHIPS

Excerpt from *Education Summary*, January 5th, 1973

At an informal lecture given before a group of Chicago educators and parents, Benjamin Bloom, distinguished University of Chicago educator, summed up recent developments in education:

We have learned that individual differences in learning are differences in rates of learning, not in basic ability or capability. With appropriate teaching methods, as many as 90% of students have learned, in time, up to the level of the top 10% in earlier groups.

School achievement or failure has long-term effects on personality of students. Repeated successes increase the probability of a positive self-image and high self-esteem; repeated failures increase the probability of negative self-image and low self-esteem.

What teachers do (how they interact with students) not their personality characteristics, training, or experience, is the important factor in learning. Therefore, tutors, aides, and other students can be helpful in learning; results do not depend on the teacher alone.

The latent curriculum in schools is at least as important as the manifest curriculum. That is, students learn how to behave in life situations and learn attitudes and values from examples of, and interaction with, other people, not from study in specific subject areas.

In the past, schooling, which was equated with education, was isolated from the other subsystems of society - e.g., the home, the economic system, peer groups. Now we are realizing that these factors influence each other, and schools will be pressured to relate more directly to society. Types and methods of education are becoming more diversified and will be more closely tied in with mass media.

COUNSELLOR TRAINING AWARDS

The Counselling and Guidance Branch has inaugurated two \$100 awards for outstanding student work in counsellor education. Congratulations are extended to the recipients.

University of Calgary



Karl Sterzer

I was born May 8, 1937 in the Pas, Manitoba. My elementary grades were spent in a country school in Saskatchewan - my high school education in British Columbia.

I attended the University of Saskatchewan at Saskatoon and received a Bachelor of Arts in Philosophy in 1959, followed by a degree in Physical Education in 1961. Upon graduation from the U of S, I went to Edmonton for a year and completed a Bachelor of Education with a minor in English.

In 1962 I accepted a position with the Calgary Public School Board and

taught physical education, language, literature, health and guidance at the junior high level prior to entering the M. Sc. program in September of 1972.

I enjoy teaching, particularly in the creative language area. I have always liked physical education activities and have had many rewarding experiences coaching teams and working with clubs on an extra curricular basis. I especially enjoy working in the area of counselling.

My range of recreational and hobby interests is very wide. I enjoy almost every sport including swimming and badminton and have spent several seasons as a life guard at Happy Valley in addition to working with City Recreation Youth programs. I enjoy dancing and similar co-recreational group activities and love hiking into the mountains and other natural surroundings.

Creative areas have always ranked high on the list and I have written both poetry and stories which I hope some day to polish up and publish. I have also developed some ideas for games which I would like to finalize and eventually copyright.

My plans for the immediate future are to go back into the Calgary School system as a counsellor and to complete my M.Sc. through evening and summer school classes.

* * * * *

1973 C.G.C.A. Convention: The fifth biennial Canadian Guidance and Counselling Association Conference will be held in Winnipeg from June 5th - 8th, 1973. Early reports indicate an excellent program.

Annual School Counsellors Conference: Scheduled for the evening of October 26th and day of October 27th, 1973 at MacEwan Hall, University of Calgary campus. For further information contact: Dr. Lloyd West, Department of Educational Psychology, Faculty of Education, University of Calgary, Calgary, Alberta.

University of Alberta

The selection committee has nominated eight finalists for excellence in a counselling or school psychology practicum during 1972-73. A committee has been appointed to use the award to purchase a professional book for each of the eight winners.



From Left to Right:

Leigh Render

Leigh is in the first year of the Master's program. Emigrating from England in 1970, he taught junior high school at Whitecourt for two years. His special interests are adolescent counselling, vocational counselling and group work. After finishing his degree, Leigh hopes to travel to Australia or perhaps back to England.

Betty Swindelhurst

A first year Master's student, Betty taught junior high and elementary levels in the Edmonton Public School system and holds a B.Ed. and a B.A. in history from the U. of A. Betty is interested in elementary and junior high counselling with special emphasis on the exceptional child.

Sheila Wheatley

Sheila, on leave of absence from the Edmonton Public School Board, is employed as an elementary counsellor. In the second year of the Master's program, her special interests are elementary children.

Sandra Schwanke

Sandra is a first year qualifying student in the Master's program. After obtaining her B.A. in psychology, Sandra travelled overland by bus from England to India and spent six months living in the Himalayan foothills as a member of a village family. Her special interest areas are adolescent counselling, selfactualization and cultural differences in 'man's search for meaning'.

Anne Mulgrew

A first year Master's student, Anne previously taught junior high math and science for the Edmonton Public School Board. She hopes to work as a school counsellor upon completion of her studies.

Pam Weinlick

Pam is a second year Master's candidate and previously taught junior high english. Her primary interest is group dynamics in awareness training with children or adults.

Marg Hewson

Marg, in a second year of the Master's program, previously obtained an Honours B.A. in psychology. Interested in working with young children and parents in a clinical setting and in community mental health and preventive programs, she hopes to obtain a position in either or both of these areas in late 1973.

Lloyda Allen

A junior high counsellor in the Edmonton Public School system prior to commencing a Master's program, Lloyda plans to return to that occupation. Her special interest is family counselling.

CONVENTION HIGHLIGHTS

Calgary District Convention of the A.T.A.

Submitted by W. J. Collett, Supervisor,
Special Education, Calgary School
Division No. 41

Dr. William W. Purkey, Professor
of Psychological Foundations of Education,
College of Education, University of
Florida spoke to the Calgary District
Convention on the subject "Self Concepts".

Dr. Purkey defined teaching as a delicate and perilous relationship between human beings and asserted that this relationship is frequently disturbed by the attitudes of teachers, administrators and, even, regrettably, guidance personnel. The great need is for the delicate balance to be restored by being genuinely concerned about the persons involved in the process. The real test of whether the relationship is being maintained is whether the youngsters really like being at school. Herein is the real meaning of accountability.

Some of the best intentioned people in education today do some of the most terrible things to people. It is tough enough being a human being without having that job made even more difficult by individuals who have lost their sensitivity to individuals.

Every worthwhile system of education does three things:

- 1) It teaches a youngster that he is able to do certain things.
- 2) It teaches him that the things he is able to do are valuable.
- 3) It teaches him that in doing these things he is a human being.

It is very true that some children are able to do more complex things than other children. This really is not the criteria by which children should be judged. Every child has the right to learn something about which he can be intellectually honest.

A.T.A. Yellowhead Local Convention

Submitted by Marvin Kroetsch, Guidance
Counsellor, Yellowhead School Division
No. 12

A brief note on the convention format:

The Yellowhead Local of the A.T.A. decided last year to hold its own convention. The advantages have proven to be many:

- a) A closer feeling of comraderie was experienced by those attending.
- b) Opportunity to discuss with the speakers, one to one basis, individual concerns. Thus the speakers were available as consultants for a limited time.
- c) The sessions were conducted on a workshop basis because of the smaller groups - thus a practical approach was possible.
- d) A rise in enthusiasm for Conventions by teachers.

Following are reports on Convention Sessions which are directly or indirectly involved with Guidance Programs inside and outside of the classroom.

Behavior Modification Workshop

Instructor: E. Eugene Fox, Ph.D.
Educational Psychology
University of Alberta

The workshop was divided into two sessions, one in the morning and one in the afternoon.

The morning session was used to explore a theoretical background to behavior modification, including a model.

The afternoon session was practically oriented. A series of case histories was presented, and examined from a behaviorist viewpoint. A behavior modification program for each case was set up with the emphasis on understanding the influences the client was experiencing,

and "building" behavior using the influences. Dr. Fox stressed the point that teachers should become more aware of the behaviors they are fostering within a classroom, as well as how they are reinforcing the behaviors. This way they can more effectively direct their efforts in a positive approach to building behavior.

Curriculum Development By You

Speaker: Dr. Ralph Sabey, Director
Project Canada West

The session was conducted using Project Canada West as a model for curriculum development. A background and analysis of the project was presented, stressing that it was classroom level personnel who were used as resource people. Not only were professional school personnel used but the student population was represented by five outstanding and enthusiastic high school students. One point brought out and emphasized continually is that curriculum development must be based on the needs of the student, not necessarily those needs seen by teachers, but those felt by the student. Herein lies the responsibility which counsellors have in developing curriculum. Because by the nature of their work, they have a strong rapport and empathy with the student, the counsellors should play an active and necessary role in the "what" and "how" sections, particularly, of curriculum development.

What can Teachers do to Identify and Handle Classroom Problems?

Speakers: Dr. J. Silvius and
Mr. Dennis Brammer,
University of Alberta

A general session was held in which the question "What is normal and What is not?" was explored. Video tapes showing diagnostic sessions with both typical and atypical elementary students were viewed. Discussion concerning therapeutic approaches to the problem children followed. Remediation, psychotherapy, and behavior modification, in

various proportions for each student were shown to have a cumulative value. That is, each has its role in helping classroom problem children.

The session was then divided into two groups, Mr. Brammer dealing with emotional problems and Dr. Silvius dealing with learning problems. Handout material was available. Teachers had an opportunity to present personal experiences and questions.

A noteworthy announcement was given: Dr. Silvius and Mr. Brammer are presently involved in setting up a centre to assist the school divisions which currently do not have adequate Pupil Personnel Services. On a contract basis, the centre is prepared to accept referred students, administer to them an exhaustive diagnosis, set up a complete remedial program for each student including lesson plans for the teacher, and conduct inservice programs to assist the teacher in implementing the remedial programs. This appears to be a long-overdue project, and a very welcome one to counsellors who previously must take the role at the end of the referral route.

The centre is being set up in what was formerly St. Steven's College, on the University of Alberta campus.

South-Eastern Alberta Convention, A.T.A.

Submitted by D. Gillespie, Director,
Pupil Personnel Services, Medicine Hat
School Division No. 4

The problems of interpersonal communications, and strategies which can be utilized to counteract these problems among people were the subjects of two workshop sessions sponsored by the Regional Guidance Council at the South-Eastern Alberta Convention of the A.T.A. on February 22, 1973.

Dr. Harvey Zingle, Department of Educational Psychology, at the University of Alberta, along with Ron Dougan a graduate student at the university, successfully demonstrated the nature

and cause of many communication breakdowns, relying primarily on examples from the school setting but also relating them to parent-child and husband-wife relationships. Using a communications model, Dr. Zingle gave explanations of the many components of the communication process; emphasizing the "interpersonal gap" which results when there is a lack of congruence between what is intended by the "coder" and what is perceived by the "decoder". According to Dr. Zingle, too often people make incorrect silent assumptions regarding the intent of another's words because they do not attend carefully to the verbal, and more importantly, to the non-verbal messages being coded.

To demonstrate this the audience was asked to split into groups such that everyone was a stranger to everyone else. After citing a few examples of the skills of paraphrasing, Dr. Zingle gave each group copies of a list of ten characteristics of a good teacher and asked each individual to first rank these qualities as he or she would perceive his or her principal ranking them. Then each group was asked to rank the same qualities striving for group unanimity a la the NASA Space Experiment game and the Twelve Angry Men game. But one rule in this activity not found in similar activities was that before one could assert his own viewpoint, he had to first paraphrase the previous speaker's statements and receive acknowledgement that he had paraphrased accurately! Of course most found that they were so intent on what they had to say that they had not paid attention to the speaker before them.

Behaviour description was the theme of the second session in which Dr. Zingle and his associate emphasized through demonstration and in group exercises the importance of our describing another's behaviour in terms of specific observable descriptions and in feeding back to him how his behaviour affected us. Along with this the dangers inherent in generalizing, evaluating or inferring things from another's behaviour were explored.

Southwestern Alberta Teacher's Convention

Submitted by Carol Chapman, School
Psychologist, Lethbridge S. D. No. 51

The theme of our convention was "Education Is Living" - quite thought provoking if one can be objective about today's schools. A workshop for exceptional children was conducted. The topic was "The Identification and Treatment of Children with Emotional Problems". This workshop began with a role playing dramatization of a typical staffing with a school psychologist, teacher, and parent involved. The case being discussed was a grade three boy with learning and social problems. The dramatization accentuated the conflicting biases of the different roles and the frustration of all three people. In culminating the session each of the three spoke with the teachers and counsellors concerning the real and present danger of creating an emotional problem within a child (where none existed before) by placing undue importance on activity levels, attention span, learning problems, unusual family background, etc., etc.. Simple behaviour modification techniques that could be used easily in the classroom were suggested. The presentation was enthusiastically received by more than 200 teacher, principals, and counsellors - there was standing room only.

The people involved in the workshop were:

Chairman: Dr. Gene Falkenberg (University of Lethbridge)

"Players": Professor George Mann (University of Lethbridge)

Professor Tony Miller (University of Lethbridge)

Mrs. Carol Chapman (School Psychologist, Lethbridge)

Oops! now you know why I wrote such a glowing report. But honestly, we were very good - we've decided we're bound to be nominated for Oscars, Emmies, or at least the Golden Fickle Finger of Fate Award.

The opening address of the convention was given by James White - Author, Collier-MacMillan - on the topic "Humans Teaching, Humans Learning". His talk got down to the practical: What a teacher can do in the classroom now without fancy learning packages or expensive programs to meet the human, self worth needs of the students. In a very gentle way he said, "If the teacher can not appreciate the learning problems of students, if antagonism is felt because students won't or can't learn what the teacher wants to teach, then get out of teaching".

The banquet address was given by Dr. Samuel Proctor. He received a standing ovation to his basic theme that teachers must teach through examples (in their schools and with their students) love and respect for the underprivileged (physically, emotionally, socially) peoples of the world.

South Peace Annual Teachers' Convention

Submitted by Alex Kozeluk, Superintendent of Schools, East Smoky S. D. No. 54 and Henry Penner, Counsellor, Hillside High School, Valleyview

The theme of the 1973 South Peace Teachers' Convention "Life Styles and Values" lent itself specifically to Guidance and Counselling - type of sessions. Keynote speaker, Dr. Gordon McIntosh, clearly illustrated the problems facing educators and society concerning changes in predominant values and accepted life styles. Dr. McIntosh later spoke on "The Greening of Our Schools" in which he indicated that our relationships with others should be characterized by authenticity, knowledge, commitment and willingness to confront differences. He further stressed that when dealing with youngsters headed for disaster or "dealing with the losers" consideration should be (1) don't give up on them (2) don't become soft (3) confirm your expectations for what he can become and (4) accept him while rejecting his behavior.

Dr. L. Larson, U. of A. Sociologist spoke on "The Family - In Search of a Future". He described the conjugal family as it is, its problems, and trials. He stressed the need for educators to be

knowledgeable about and cognizant of the dynamics of the family as we know it as well as being aware of the many socially deviant alternatives for the nuclear family.

Other sessions along lines of specific interest to counsellors involved a seminar on "Learning Disabilities" and focused in on reading problems in specific. Mrs. E. J. Finch and Mrs. G. James of the EPSB conducted these sessions. Dr. Fenske and J. North of the Regional Office of Education in Grande Prairie held sessions to explain services that will be provided by the "Learning Assistance Center" which is to become operational during the summer of 1973. Personnel from the LAC will be dealing with children in Zone 1 who are experiencing learning difficulties. In addition to Convention Sessions an organizational meeting was held to form the Peace River Regional Guidance Specialist Council. A decision was made to hold a spring workshop for counsellor personnel. Mr Joe North, Guidance Consultant, is assuming directorship of the Council for the present time.

North Central Teachers' Convention

Submitted by V. B. Loov, School Counsellor, Wetaskiwin

Two topics were of special interest to me in that they dealt with ideas that influence the atmosphere of the school. If we as counsellors can help to improve the psychological climate for our students and increase the rapport between teachers and students then we have helped improve learning of the 3R's and more.

Dr. Arthur L. Costa, of Sacramento University in California, spoke to the topic "Agape: Where is your curriculum?" He was concerned with the relationships between teachers and students. Dr. Costa suggests that there is much confusion in our society with the meaning of the word "love" - it is used to describe many situations. Dr. Costa expressed his opinion that "agape", the rapport between teachers and children, is crucial to good teaching and for how children relate to society in the long term. He postulated seven commonalities of good

teachers regardless of their theoretical background and training: *Questioning* - Are questions clear, concise and convey expected behavior? *Structuring* - Ground rules for what is to be learned. *Silence* - Most teachers wait an average of 3 seconds for an answer. An increase to an average of 5 seconds allows better response especially for shy students, better interaction, better remembering. *Accepting* - Rather value-judgement free - should not praise or criticize - should convey acceptance by paraphrasing. *Clarifying* - Drawing out an expansion of ideas. *Facilitating acquisition of data*. *Modeling* - Teacher's behavior must set the model.

Dr. Costa feels that "agape" can help people gain autonomy (I'll change if I adversely affect others) rather than immunity (others be damned). With "agape" teachers and students may search for wisdom together.

Dr. Henry Janzen of the University of Alberta spoke on "Mastery Learning". He felt that we have been tied to the normal curve for far too long. If teaching is effective then the curve should be skewed much to the right. He contended that for effective learning students should progress as they master their work, that is, as they learn 100% of their objectives. For mastery learning Dr. Janzen recommended a nine-point sequence. *Specify* - set out clearly what is to be learned. *Motivate*. *Instruct*. *Monitor*. *Diagnose*. *Remediate*. *Reinforce*. *Review*. *Practice*.

The degree to which a student learns any task is dependent upon at least five factors: time allowed; persistence by student; aptitude; quality of instruction; ability to understand instruction. This approach provides advantages such as: feedback instruments are greatly improved; purpose of learning is clearly defined; employs a greater variety of instructional correctives; interest in learning is maintained; student develops a positive attitude toward school, learning and himself; the positive self regard helps maintain good mental health; and equalizes learning and achievement for advantaged and disadvantaged students.

Dr. Janzen felt that the increase in positive feeling, the increase in efficiency of student learning, make mastery learning exciting and a great return on the investment of time and effort.

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COUNSELLORS WITH IMPACT NOTED

Excerpt from *Washington Counseletter*,
Volume 10, Number 7

Garry R. Waltz, ERIC at University of Michigan, names four target areas or counsellor guidelines which counsellors should do if they have time. Dr. Waltz feels that a dozen or more could be named. The four which he suggests are: (1) "Enhance interaction with students". This would be both in and out of school. The student would be accepted as an individual and it would give him an opportunity to discuss problems with adults other than his parents. (2) "Greater utilization of groups process". Most guidance programs have some group work which is deemed to be of importance. There are many opportunities for discussions with groups pertaining to diversified youth problems, occupations, and interests especially with the Office of Education's cluster program. (3) "Improved dissemination of preferred practices and programs". Counsellors need to have more knowledge concerning useful practices and programs. It is the feeling of some that professional journals and conventions are not a satisfactory source of this information. What practices and research have been found to be helpful over the Nation? Counsellors should gather these ideas which may be studied through ERIC research programs. (4) "Use of peer and volunteer helpers". Some of the students' peer age group may contribute much through reading and experience. It may be well for the counsellor to utilize these peers in the enhancement of the counselling process.

STANDARDIZED TESTS

Submitted by Carl J. Bognar, Field
Editor, Thomas Nelson & Sons (Can) Ltd.

Thomas Nelson and Sons (Canada) Limited plans to expand its Canadian standardized test programme through the development of new forms of *The Canadian Tests of Basic Skills* and *The Canadian Cognitive Abilities Test*. It has been more than five years since the original forms of these tests were standardized across Canada.

This standardization has been organized to provide norms for two new forms of *The Canadian Tests of Basic Skills*, Grades 3-8, and one new form of *The Canadian Cognitive Abilities Test*, Grades 3-9. In addition, a Primary Battery of *The Canadian Tests of Basic Skills* for Grades 1 and 2 will be standardized.

The standardization sample has been drawn up by Dr. E.M. Wright, Research Director, Toronto Board of Education, and is a random stratified sample. The sample represents all Canadian schools where English is the language of instruction, public and separate, Roman Catholic and non-Roman Catholic. Dr. Ethel M. King, Faculty of Education, University of Calgary, is the Canadian editor of *The Canadian Tests of Basic Skills*.

A total of 32,000 pupils from all ten provinces and the Yukon and Northwest Territories will be asked to participate. The number of schools chosen from each province is based on the population for that province. Therefore, the participation of a number of Alberta schools is essential for the development of accurate norms.

Testing for the standardization of *The Canadian Tests of Basic Skills* Primary Battery in Grades 1 and 2 will take place between May 15 and June 15, 1973. This time of year has been selected because the lower level of the Primary Battery is designed for use towards the end of the first grade. *The Canadian*

Tests of Basic Skills, Grades 3-8, and *The Canadian Cognitive Abilities Test*, Grades 3-9, will be standardized in the fall of 1973.

"MONEY MINDERS" AVAILABLE

Submitted by B. R. Zwicker, C.A.,
Executive Assistant, The Institute
of Chartered Accountants of Alberta

A 22 minute 16 mm color film describing the Chartered Accountancy Profession is now available for showing to interested audiences in Alberta. According to Brian Zwicker, C.A., of I.C.A.A., the film gives an accurate view of the profession and was not produced exclusively to entice as many bodies as possible into their training program. Bill Halford, C.A., who chaired the committee that was responsible for the film as well as played a major role in the film itself, said "Our main goal was to inform students about the Profession and will be accomplished even if we discourage quite a few. No profession is for everyone and ours is no exception".

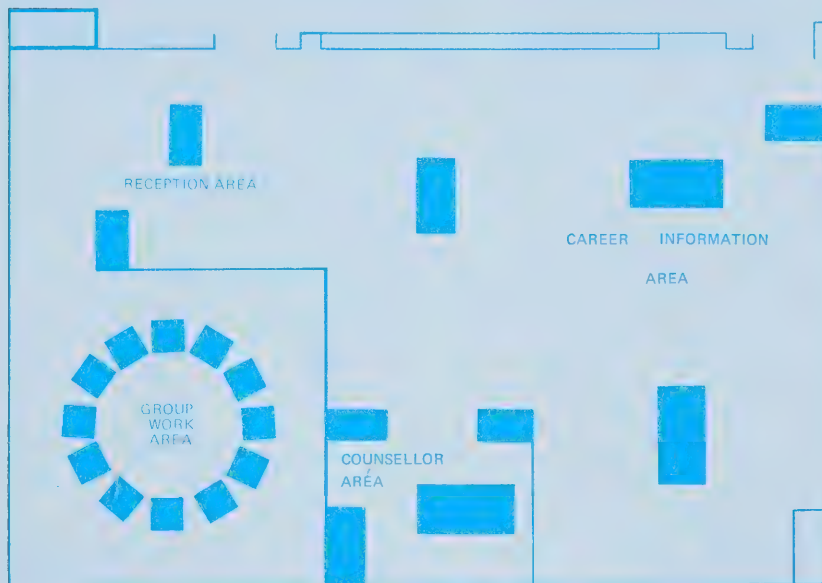
Produced in co-operation with M.E.E.T.A., the film features cinematography by Doug Cole which has resulted in some excellent footage. (The film was entered in a significant film festival.) Director was Bob Coe of M.E.E.T.A.

A copy of the film may be obtained either from the Provincial Dubbing Center (on videotape), the A.V. Services Branch, Devonian Building, 11160 Jasper Avenue, Edmonton, or from the Public Libraries in Edmonton and Calgary. In special circumstances, a copy can be made available directly from the Alberta Institute - Contact B.R. Zwicker at 207 Empire Building, Edmonton (424-7391).

The Institute has also produced some attractive posters and colourful brochures which were sent to all Guidance Counsellors in April. Additional copies are available from the same source.

FOCUS ON

BISHOP GRANDIN COUNSELLING SERVICES CALGARY ROMAN CATHOLIC SEPARATE SCHOOL DISTRICT NO. 1



Satellite Centre

As in many high Schools in Alberta, Bishop Grandin counsellors have for some time been considering ways in which they could provide a more informal setting for counselling services. These considerations have varied from changing the furniture and color schemes in the counselling areas to having drop-in interviews. One counsellor was available each period in the day to receive students who needed immediate attention. Students welcomed the open-door policy and the informal atmosphere it created in the counselling area.

Out of the drop-in period came the idea for a drop-in centre. A

classroom was remodelled and appropriate furniture was obtained. Information and services of the former career information room (which was far too small to accommodate even small groups of students) were moved into this new centre. Student receptionists staff the centre and a counsellor is present during the four periods of the day. The Drop-in Centre now provides such services and activities as: group seminars, workshops in career planning, game simulation, individual counselling, testing, use by referral agencies and a great range of information both vocational and non vocational for students to pursue.



Career Planning

Students can use information sources either individually, or in groups. Counsellors in cooperation with teachers can hold career planning sessions. A complete range of information from guidelines to career planning to specific career monographs to recent labor market reports are available so that any student can facilitate a sequential research program for himself



Game Simulation

Game-simulations achieve a variety of goals. These students are gaining some insight into personal interaction using the commercially available *RATRACE* game. Other games used include *CAREERS*, *LIFE*, and *ULCERS*. Debriefing follows the play and leads to many insights and interesting points for consideration.



Individual Counselling

Counsellors are available for personal, educational and/or vocational problems. Students who withdraw from school are contacted by the Gateway's personnel. Gateways is a project designed to assist students in preparing themselves for job interviews.



Group Seminars

Students share ideas on how to help the less fortunate of society and promote their concern to others in the school.

Comments on the Center

Joe Pullano (student):

"Before we had the drop-in center, I really didn't think of going to the counselling area to browse around. I felt I might be in the way. There wasn't enough room and other people were always around. I don't feel that way in the drop-in center and I have spent about four spares doing career research during this past month."

Mr. A. Ward (teacher):

"The drop-in center provides the classroom teacher with an opportunity to build communication bridges between students and counsellors, and provides

his class with ready access to well displayed literature and other resources."

Mr. J. Lencucha (principal):

"The drop-in center, as an extension of the counselling suite, in an entirely different part of the school is innovative and has great merit. It opens up new vistas for counsellors and the student body. The auxillary center meets those concerns to have counselling located away from the central office and administration. However, a great deal of effort will have to be invested by counsellors to make this center functional."

Other Projects of Bishop Grandin Counselling Department

- Accountability studies
- Work Experience placement in Industry for credit and part of career planning
- A maximum contact program (3 years) whereby all students see a counsellor at least three times during their high school in conjunction with an establishment of a flexible high-school blueprint in Grade 10, a follow-up in Grade 11 and follow-up in Grade 12
- An exchange survey with other high schools in Alberta and possibly other areas to become aware of what other counselling departments are doing that might refine and strengthen our own.
- Use of students from the university to allow them familiarization with counselling activities in a high school
- Growth of life education programs
- Preventative guidance program via a close liaison with junior high school feeder schools
- Development of an actual game which might simulate Bishop Grandin High School experiences to incoming Grade 10's beforehand so that transition can be facilitated
- Audio-visual presentation describing counselling services available at Bishop Grandin

The Counselling Department at Bishop Grandin would like to invite correspondence with other counselling departments with a view of exchanging ideas and projects.

Bishop Grandin Counselling Staff: Jim Wojcicki, Shirley Reinhart,
Sister Betty Kaczmarczyk, Don Frenette

THERE'S NO POINT IN UNDERTAKING A GROUP COUNSELLING PROGRAM UNLESS THESE MINIMAL CONDITIONS ARE MET

Excerpt from *Education Summary*, March 16th, 1973

Although group counselling and sensitivity groups have grown in popularity, they haven't made much headway in the public schools.

In *Educational Technology*, Clarence A. Mahler of Chico State University attributes this lack of success to (a) resistance by the community, by administrators, by teachers, by students, and by counsellors; and (b) lack of clearly developed programs. Mahler, a counsellor trainer, believes that the various individuals and groups involved resist group counselling because they see it as a threat to themselves in one form or another. In addition, counsellors are at a disadvantage because most of them haven't been trained in group techniques and don't feel confident using them.

The Sine Qua Non of Group Counselling

According to Mahler, the minimal conditions necessary for effective group counselling are:

* A Designed Program. Until recently, Mahler points out, the slow growth of learning theory handicapped counsellors as well as teachers; but recent developments in behavior modification provide solid theoretical grounds for constructing procedures to help students. And it's been demonstrated that theoretical assumptions can lead to specific counselling strategies for a wide array of problems.

It's now feasible, says Mahler, to specify the goals of a group counselling program, which should be coordinated closely with the overall instructional goals of the school district. Goals like these are typical: (a) to assist academic underachievers, (b) to assist students who have ineffective social skills, (c) to make all students more efficient in decision making, (d) to assist students who have excessive fears and anxieties, (e) to help students explore life style and career

possibilities, and (f) to reduce interpersonal hostilities in the school.

* Administrative Support. A well-designed program will usually get administrative support. However, if the principal of a particular school is a don't-rock-the-boat kind of person, a group counselling program isn't likely to get off the ground.

* Counsellors Willing To Work. Research shows that training in individual counselling doesn't prepare one adequately to be a group counsellor. Without an intensive inservice training program in group work, it isn't fair to insist that all counsellors undertake it. Also, Counsellors in a group setting must be willing to take risks, because it's not possible to hide what one is doing in a group.

NOTICES

Counsellor Leadership Seminar

The 1973 Counsellor Leadership Seminar will once again be held in conjunction with the Leadership Course for School Principals during the 9th to 20th of July, 1973.

Course Theme: Communication and Influence Models

This will be the third consecutive year the Counsellor Leadership Seminar has met at the Alberta School for the Deaf in conjunction with the Leadership Course for School Principals. Our program this year is not radically different from the first two Seminars because of the very positive feedback we have received from participants to date. Perhaps the change in this year's program that will be most notable will be a real effort to involve counsellors and school principals in joint kinds of endeavours. This effort ties in closely with our theme which has to do with communication and influence models. We are hopeful that counsellors and principals will learn to modify their own behaviors through better understanding of problems that can stifle good communication.

Again we are attempting to assemble

the finest array of consultants and speakers that we can find. This year our plan is to have all Canadian resource personnel and at this point the two Co-Directors are planning to live in and take part in all activities of the Seminar. Flexibility in programming will allow each counsellor to bring forward ideas and concerns which can be incorporated into our total program.

Course Content

At this time all of our speakers have not been identified, but we are counting on a blend of administrators and counselling personnel, all of whom we are inviting to stay for at least one day of the Seminar, to get to know each participant personally. Dr. Harvey Zingle will be one of our keynote speakers and other probable participants include Dr. Frank Oliva, Department Head, Educational Administration, University of Calgary; Dr. Gordon McIntosh, Associate Dean of Education, University of Alberta, Edmonton; Mr. Michael Strembitsky, Superintendent of Schools, Edmonton Public School Board; Mr. Norman Goble, Canadian Teachers' Federation; Dr. Rod Conklin, Director, Counselling Program, University of Calgary, and Dr. John Paterson, Chairman, Edmonton Public School Board.

While these will be some of our major speakers, there will be many more individuals involved in talks and small group interaction. In fact, at the present time we are hoping to invite back all of the top five or six rated speakers in last year's Seminar, as a base from which we hope to improve.

Small Group Activities

Participants in the course will have the opportunity to discuss verbal input in small groups under the leadership of the Co-Directors as well as expertise within the group. Simulation materials, audio-visual materials and case studies will all be employed in group sessions. Obviously, informal learning will carry on in evenings as

well as during scheduled activities. In addition some sessions will be devoted to our theme of improving communication and public relations skills.

The Principals' Leadership Seminar of the Department of Educational Administration, University of Alberta, will be held at the same time and place as our Counsellor Leadership Seminar. As we have already indicated, several joint sessions are planned. In addition several leisure time and recreational activities will be engaged in, under the direction of a joint steering committee.

Participants

Participants in the Counsellor leadership Seminar have usually been practicing school counsellors or counsellors in related agencies. Each year we have had classroom teachers with a real interest in counselling attend the Seminar, and such people are most welcome. It is also anticipated that some Department of Education officials from the four Western provinces and perhaps even school administrators may wish to attend the Counsellor Leadership Seminar in order to broaden their experience base. While no university credit is presently given for this Leadership Seminar, graduate students in related programs are also welcome.

THE LEARNING DISABILITIES PROGRAM: TWO PHASES

Submitted by E.J.M Church, Director,
Special Educational Services, Department
of Education

When the Conservative government came into power one of their top priorities was the education of handicapped children. At about this time the report on Children with Emotional and Learning Disorders in Canada (the Celdic Report) focussed attention upon children with learning disorders, by pointing up the fact that much too little was being done for children with this type of handicap. An early act of the government was to establish a special fund of one-million dollars to aid in the education of handicapped children with the understanding that a major effort was to

be made in the realm of learning disorders.

It was against this background that two projects were recommended by the Department and approved by the Minister. These two projects, one in the Peace River Zone and one in Central Alberta were set up to provide for the diagnoses and remediation of children with learning disorders. The Peace River Zone project was operated under the aegis of the Zone I Regional Office of Education located at Grande Prairie and was allotted \$100,000 per year. Dr. Mel Fenske was placed in overall charge of the project with Joe North, consultant in counselling and guidance designated project co-ordinator. The official title of the venture is The Learning Assistance Centre Project.

In Central Alberta, once again the Regional Office of Education, Zone IV centered on Red Deer took the initiative in organizing the project; which called for the formation of a regional school board composed of the various school jurisdictions within Zone IV. Clarence Rhodes, consultant for the regional office did the spade work in organizing the project and Harold Hall, acting co-ordinator of the regional office of education guided the participating school boards through the process of organizing Central Alberta Regional School District No. 3. One of the first official acts of the newly formed board was to appoint Clarence Rhodes director of the project. The government approved a budget of \$150,000 dollars per year and the project was given the official title, The Learning Assistance Field Service Project.

Both directors are busy recruiting a team of professional people consisting of psychologists, remedial reading specialists, social workers and speech therapists. Both projects are designed to last two years.

Before these projects could become operational it became apparent that the expectations of educators in the field could not await the proving out of the two projects. Therefore it was decided that, at the same time as the projects were going on, funds would be made more

generally available to school boards. And so, on to Phase Two of the Learning Disabilities Program.

Limitations of space prevent a full description of Phase Two but generally it allows for a maximum of ten dollars per elementary school pupil for each school jurisdiction which provides diagnostic and remedial services to its children with learning disabilities rendered by qualified people. The details of this program will become generally available from the Department of Education in the very near future.

"EXPLORATIONS IN CAREER PLANNING" PROJECTS, 1972-1973

The office of Education and the Bureau of Labor Statistics in the United States state that there are 20,000 possible careers in the United States. They are diverse enough to encompass everyone's interests and abilities yet 2.5 million young people graduate each year from high school and drop out of college with no planned career and few, if any, marketable skills (are they being educated for potential failure?). Career education has to be a crucial part of any quality education program.

The purpose of each "ECP" Project is to supplement (not supplant) existing school efforts designed to assist students in their career development. Thus the project is part of a career education program geared to helping students in their exploration and conceptualization of notions about their emerging career identities.

Projects were held in Thorhild, St. Paul, Edmonton, Vermilion, Evansburg, Coronation, Lacombe, Calgary, High River, Banff, Medicine Hat and the Southgate Shopping Centre in Edmonton.

Schools interested in hosting an "ECP" Project next school year (February, March, 1974) are advised to communicate their intent to Terry Mott, Supervisor Counselling and Guidance Branch, Department of Education, Executive Building, 10105 - 109 Street, Edmonton, Alberta, as soon as possible. A lead time of six to eight months is required to properly prepare students, teachers and community members for their participation.

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SCHOOL COUNSELLOR ROLE

Society is changing all around us, both in school and out of school. What about the counsellor's role, is it changing? In some ways yes, but in other ways it will not change significantly. What you are remains basically the same. The school counsellor will continue to be an "agent of the student's welfare". This can only be done if the counsellor himself is committed to this end and to his own development ensuring that he has the "technology for human resource development" which allows him to function at a level that is helpful to the student.

The point is that each individual school counsellor must continue to develop directions, make judgments, and take positions to successfully demonstrate on a small scale that there are things that he is doing that have an impact, that are useful and have application elsewhere. Question and examine your impact on students, teachers and parents. We need a great deal more communication about programs and practices that have worked and have the potentiality for working again in other settings. This communication is crucial in that it allows your publics to study what you have done and decide its relevance for them.

How can we do these things? Well, first of all, we must keep in mind that no individual counsellor can respond to all the demands being made upon his time, energy, and intellect. He can however, define his problem population and his goals within the parameters of the current scene, that is the school in which he resides and the guidance needs of students in that school. Then he can take on "reasonable" commitments and he can do this involving others (administrators, teachers) so they know what his reasonable commitments are. This should minimize unreasonable requests from them and result in a better understanding of what it is that he purports to do. Above all what you do, do it well, strive for quality.

What do we need? We need more hard research on counselling practices and their effects. We need to look at alternatives such as

- a) the use of technology, computers for information support of vocational counselling.
- b) the use of support personnel or para-professionals with the idea that we free the counsellor for more challenging aspects of his professional role. A goal to strive for is what I call the "populous" approach to counselling whereby students, parents, and teachers themselves can be guided into becoming the change agents within their systems so that they can make these systems more humanizing, more facilitating climates in which to live and learn. Thus the counsellor as a change agent also has a leadership role in involving others in the change process wherever they can make useful contributions.
- c) parent counselling. It usually has been the practice that parents were contacted only when a disciplinary action existed and this was done as a last resort. We need to adopt a "preventative approach" before problems develop. We must realize that some parents need to develop changes in attitudes towards education, both for themselves and their children. We must also remember that the school can't operate in a vacuum. Education doesn't start and stop at the classroom door. Parental involvement is necessary.

Finally, every effort has to be extended to encourage continued counsellor professional development.

TRM

"EXPLORATIONS IN CAREER PLANNING" PROJECT, 1973

Career development is a crucial aspect of human development. It is an on-going process involving the total constellation of experiences of the individual as he makes decisions about himself as a prospective, productive member of society. The process should provide for exploration of self in relation to individual educational and vocational pursuits and consideration of the place that work and leisure have in a person's life.

In line with the above considerations the 1973 "Explorations in Career Planning" Project is underway. This project was formerly referred to as "Career Fairs" and is intended to supplement and reinforce existing school practices that assist students in career planning and vocational maturity development. For this reason, the project should be viewed as another vehicle to assist students in collecting and identifying sources of vital information for consideration in their career planning.

The following format has been adopted for this year's project.

1. The school gymnasium -

- a) a walk-through unit (approximately 35 feet by 15 feet) designed to create interest and motivate students to the basic theme of "the career planning process".
- b) special focal point areas of information.
 1. Further education opportunities consisting of consolidated displays manned by information consultants representing Community Colleges, Universities, Institutes of Technology, Regional Colleges, Private Business Colleges, Private Colleges, Continuing Education, and Student's Financial Assistance.
 2. Host school information including data outlining counselling and guidance

services, school programs of study, school activities, and other useful information for prospective students, parents, and other community people.

3. Career areas - sampling of high interest career areas are represented to develop student awareness of some occupational options open to them and of the reality of the work world.

11. Classroom talks - information consultants representing the areas described above also meet with students and other interested people to delve in greater depth into educational and career areas not represented in the "travelling package". These talks are scheduled in classrooms and other areas throughout the day and students have the opportunity to attend those of their choice.

111. Basic "core information" sessions - all students will be encouraged to attend these sessions dealing with topics such as "the career planning process", "theories of vocational development", "creative job search techniques" and "the first job interview".

In addition to the above "travelling package" host schools add local exhibitors selected to fill out areas of student interest not represented in the "travelling package".

Following is the schedule for the 1973 project.

<u>Date</u>	<u>City/Town</u>	<u>School</u>
Feb 27	Calgary	Bishop Grandin H. S.
Feb 28	High River	Senator Riley H. S.
March 6	Coronation	Coronation H. S.
March 7	Lacombe	Lacombe Comp. H. S.
March 13	Edmonton	M. E. Lazerte C. H. S.
March 15	Thorhild	Academic Voc. H. S.
March 21	Vermilion	J. R. Robson H. S.
March 22	St. Paul	St. Paul Reg. H. S.
March 28	Evansburg	Grand Trunk H. S.
April 3	Medicine Hat	Medicine Hat H. S.
April 5	Banff	Banff Comp. H. S.

QUALITY IN SCHOOL CLASSROOMS

The following article "Ways to Achieve Quality in School Classrooms: Some Definitive Answers" is abstracted for your consideration. The article was written by Martin N. Olson and appeared in the September, 1971 issue of *Phi Delta Kappan*.

The crucial question raised in this research was "Do educators have specific evidence to indicate which factors in schools and classrooms promote effective learning experiences for children?"

Answers to the following questions were sought.

1. What effects do class sizes of 5, 15, 25, or 36 have on classroom performance levels?
2. Do the various subjects being taught in schools, such as science, history, foreign language, or English composition, affect the classroom behaviors of students or teachers?
3. What is known about the performance of male or female teachers?
4. Is one teacher in a room as effective as two, three, or four?
5. How do the various supplementary types of classroom instructors - substitute teachers, teacher aides, specialists, or student teachers - compare with regular classroom teachers?
6. Is there information on the comparative impact of various styles of teaching activity, like lecture, class discussion, lab work, demonstrations, small-group work, and so on?
7. Does the time of day a class is taught make any difference?
8. Do students and teachers act or perform differently in classrooms among the various grade levels?

The criterion of classroom quality used in this study was *Indicators of Quality*, developed at Teachers College, Columbia University.

In all, 18,528 classroom observations were conducted in 112 largely suburban school districts located in 11 metropolitan regions across the United States.

Findings:

Some of the more interesting findings were:

At both the elementary and secondary

grade levels, style of educational activity was the single strongest overall predictor. Particularly high scoring styles were small-group work, individual work, discussion, laboratory work, pupil report, and demonstration. Lowest scoring styles were lecture, question/answer, seat work, tests, and movies.

Elementary and secondary classrooms under the direction of substitute teachers scored at a very low level, just above zero in terms of classroom quality. This finding suggests either that substitute teachers must improve their operating levels in the classroom or alternative methods of handling teacher absence must be developed.

In no case at either grade level did greater numbers of adults in the classroom significantly affect classroom quality. This finding has implications for staff differentiation practices.

An analysis of the strongest predictors in various combinations which produced results for certain subjects and certain styles of teaching activity indicates that major emphasis should be placed on varying class sizes to fit the unique needs of particular subjects with a careful view toward realistic, well-defined purposes for the various styles of educational activity.

CAREER CENTRE - EDMONTON PUBLIC SCHOOL BOARD

The Career Centre, an integral part of Counselling Services, is staffed by a Consultant and three Career Counsellors. Its primary task is to bolster the career guidance program of this system by stimulating and facilitating the involvement of teachers and counsellors in career and educational guidance both in and out of the classroom and the school; and by establishing close liaison with business, industry and other career environmental personnel for the purpose of facilitating their involvement in career development and guidance.

The resources of the centre, available to the schools, are numerous and varied and fall into two main categories 1) printed and audio-visual materials and 2) resources of the business community. Printed materials such as brochures and pamphlets relating to careers and entry into the world . . . (continued last page)

SURVEY OF ALBERTA PERSONNEL IN PUPIL PERSONNEL WORK

The Counselling and Guidance Branch has conducted surveys over the past three school years to identify the pupil personnel force in Alberta. Data for each of these school years is included in the following tables using this color code: red - 1970-71, green - 1971-72, blue - 1972-73.

FINDINGS

TABLE 1 PUPIL PERSONNEL EMPLOYED THROUGHOUT THE PROVINCE (In Numbers)

Personnel	Edmonton Public	Edmonton Separate	Calgary Public	Calgary Separate	Other Cities*	Rural	Totals
Guidance Teacher	4, 2, 0	1, 12, 0	7, 0, 0	1, 0, 0	1, 4, 0	36, 46, 2	50, 64, 2
Guidance Counsellor & Administrator	0, 0, 1	0, 0, 0	1, 0, 0	0, 0, 0	4, 1,	18, 21, 17	23, 22, 18
School Psychologist	8, 10, 14	1, 4, 4	13, 15, 15	4, 2, 0	3, 2, 2	3, 1, 1	32, 34, 36
Counsellor	89, 84, 78	19, 26, 29	134, 85, 93	19, 33, 33	29, 40, 35	93, 117, 93	383, 385, 361
Guidance Consultant	0, 0, 1	0, 0, 0	0, 0, 2	6, 11, 12	0, 0, 4	1, 1, 3	7, 12, 22
Clinician	8, 7, 0	0, 1, 0	8, 17, 8	3, 3, 3	2, 2, 0	0, 6, 1	21, 36, 12
Speech Therapist	3, 4, 3	0, 0, 1	8, 9, 10	3, 4, 4	1, 1, 3	0, 2, 2	15, 20, 23
Social Worker	7, 7, 10	2, 1, 2	4, 4, 1	0, 1, 0	0, 0, 2	0, 0, 0	13, 13, 15
Guidance Teacher & Counsellor	11, 10, 1	5, 3, 0	4, 49, 48	10, 0, 0	9, 10, 16	39, 33, 79	78, 105, 144
Director or Super- visor of Guidance	2, 1, 2	1, 0, 1	2, 2, 1	2, 0, 1	3, 1, 4	16, 21, 27	26, 25, 36
Pupil Personnel Administrator	0, 0, 1	0, 4, 0	1, 1, 1	1, 1, 1	0, 5, 3	0, 0, 12	2, 11, 18
Visiting Teacher	0, 0, 6	0, 0, 3	20, 20, 24	0, 1, 1	0, 0, 2	0, 0, 0	20, 21, 36
Other Supervisors**	0, 0, 13	0, 0, 5	0, 5, 18	0, 0, 0	0, 0, 2	0, 0, 6	0, 5, 44

* (Camrose, Drumheller, Grande Prairie, Lethbridge, Lloydminster, Medicine Hat, Red Deer, Wetaskiwin)

670, 753, 766

** (home visiting teachers, clinicians, administrative assistants, etc.)

TABLE 11 COUNSELLORS EMPLOYED THROUGHOUT THE PROVINCE

Personnel	Edmonton Public	Edmonton Separate	Calgary Public	Calgary Separate	Other Cities	Rural	Totals
Guidance Counsellor & Administrator	0, 0, 1	0, 0, 0	1, 0, 0	0, 0, 0	4, 1, 0	18, 21, 17	23, 22, 18
Counsellor	89, 84, 78	19, 26, 29	134, 85, 93	19, 33, 33	29, 40, 35	98, 117, 93	383, 385, 361
Guidance Teacher & Counsellor	11, 10, 1	5, 3, 0	4, 49, 48	10, 0, 0	9, 10, 16	39, 33, 79	78, 105, 144

484, 512, 523

TABLE 111

HIGHEST QUALIFICATIONS ATTAINED BY COUNSELLING PERSONNEL

	Edmonton Public	Edmonton Separate	Calgary Public	Calgary Separate	Other Cities	Rural	Totals
No Degree	3, 2, 0	0, 0, 0	2,13, 19	0, 0, 1	1, 2, 7	1,24, 36	7, 41, 63
Undergraduate Degree	84, 6, 55	17, 4, 2	41,27, 52	18, 9, 4	26,25, 19	84,82, 77	270,153, 209
Graduate* Diploma	43,66, 0	12,12, 16	24,32, 40	8,12, 14	3,13, 10	18,33, 27	108,168, 107
Masters	22,19, 21	6,12, 11	15,62, 35	5,11, 14	4,11, 8	14,32, 26	66,147, 115
Doctorate	0, 1, 3	0, 1, 0	0, 0, 0	0, 1, 0	0, 0, 1	0, 0, 0	0, 3, 4
No information	0, 0, 15	0, 0, 0	0, 0, 2	0, 0, 0	0, 0, 8	0, 0, 26	0, 0, 51

* (Diploma refers to four graduate courses
beyond a baccalaureate degree)

TABLE 1V

PERCENTAGE OF TIME SPENT COUNSELLING
BY
(COUNSELLORS)

	5-15%	20-30%	35-45%	50-60%	65-75%	80-90%	95-100%	TOTALS
Edm. Pub.	4, 1, 0	3, 1, 1	6, 2, 1	7,10, 5	7, 5, 7	9, 7, 16	62, 58, 50	98, 84, 80
Edm. Sep.	1, 0, 0	0, 0, 0	1, 1, 0	8, 2, 3	4, 6, 1	2, 5, 3	11, 12, 22	27, 26, 29
Cal. Pub.	28,12,16	21, 8, 24	16, 2, 8	18,14,17	14, 0, 6	7, 5, 11	34, 44, 59	138, 85, 141
Cal. Sep.	0, 0, 0	2, 0, 0	0, 0, 0	2, 0, 5	1, 7, 11	2, 1, 2	13, 25, 15	30, 33, 33
Other Cities	1, 5, 3	6, 4, 9	4, 1, 4	5, 6, 7	3, 0, 3	5, 5, 3	14, 19, 22	38, 40, 51
Rural	35,23,49	32,18,36	7, 6, 11	30,24,36	11, 8, 10	2, 6, 5	25, 32, 42	142,117,189
TOTALS	69,41,68	64,31,70	34,12,24	70,56,73	40,26,38	27,29,40	159,190,210	

1973 C.G.C.A. CONVENTION

The fifth biennial Canadian Guidance and Counselling Association Conference will be held in Winnipeg from June 5th - 8th, 1973.

The theme for this convention is - "Counselling in the Canadian Mosaic" - featuring Canadian content and outstanding Canadian presenters.

For further information contact:

Jerry Dragan, Conference Chairman
204 - 1181 Portage Avenue
Winnipeg, Manitoba
R3C 0V8

WHAT DO YOU THINK?

"A boy has many needs and among the most basic is skill in looking at himself realistically and to believe in himself as a person of worth. When you whittle him down and weaken his self-image, you pull the rug from under him. When you help him to have new courage and self-confidence, you bolster his resources. Do whatever you can to help a boy to see himself realistically and with courage. Help him to develop his usefulness and to find his place in the world." So says Walter MacPeck in *Scout Leaders in Action*.

CONVENTION HIGHLIGHTS

"GROUPS" - PSYCHOLOGISTS ASSOCIATION OF ALBERTA (P.A.A.) CONFERENCE, 1972

Submitted by Wes Penner, Ph.D. (Program Chairman) Counselling Psychologist, Edmonton Public School System

Some 150 members and non-members of the Psychologists Association of Alberta met in Red Deer on November 3rd, 4th and 5th to participate in a conference that proved to be one of the most exciting ever. The theme of the conference was "Groups" and the large number in attendance testified to the significance and relevance of the theme.

Dr. Guild, introduced as the Father of NTL in Alberta, set the tone for the conference with his keynote address. The address provided: a historical perspective for Group Work; a review of practical issues related to Group Work; and finally, a word of advice to psychologists on the importance of doing Group Work in liaison with medical personnel. The press, representing various parts of the province, printed the comment made by Dr. Guild that "...psychology is in the adolescent stage of development". In rather typical fashion the press used the statement as fuel for a fire which has seared its way between the disciplines of psychiatry and psychology ever since the time of the inception. In his summary remarks at the close of the conference however, Dr. Guild communicated most clearly his wish that as co-workers, psychiatrists and psychologists would bring their respective unique talents and expertise to bear on the people who participate in Groups.

A wide range of topics and an equally wide range of approaches to the presentations helped to keep the conference running at a high pitch of interest. Topics catered to helping professionals in schools, hospital settings, industrial settings and academic settings but most importantly they catered to all those interested in getting involved at a practical level with people seeking help within a group context. Some presenters used multi-media, some spoke, others conducted discussions. A panel chaired

by Dr. K. Grierson discussed among other topics the Chichak Commission and private practice and its legal and social implications.

The presentations and business meetings were interspersed with a wine and cheese party, breakfasts with the 'chefologists' H. Zingle (Conference Chairman) and J. Brown (Executive Assistant) serving, a formal dance, parties, etc. all of which helped to 'facilitate' (I think that's a good groupy word) understanding of what Group Work is all about.

EDUCATORS SEMINAR

Submitted by L. C. Semrau and B. J. Silzer

On the 19th and 20th of October the Northern Alberta Institute of Technology and the University of Alberta co-hosted an Educators Seminar for 156 high school superintendents, principals and counsellors highlighting program changes, admission policy changes and career outlooks for programs offered at these educational institutions.

Presentations by department and faculty representatives were followed by discussion and question periods involving representatives of the three Alberta universities, N.A.I.T. and the colleges.

The response to the seminar has been most encouraging and it is planned that future seminars will alternate between the University and N.A.I.T. with the University of Alberta being the proposed location for the fall seminar, 1973.

Planning for the 1973 seminar is already underway and the organizers would welcome suggestions as to the direction these seminars should take in order to best meet the needs of interested secondary school personnel and their students. Please forward your suggestions to Mr. B. J. Silzer, Office of the Registrar, The University of Alberta or to Mr. L. C. Semrau, Registrar, N.A.I.T.

THE ANNUAL SCHOOL COUNSELLORS' CONFERENCE,
Edmonton, October 20th & 21st, 1972

The theme of this conference was "the school counsellor considers the Worth Report - Your Choice of Futures".

Changes were made in the program format stressing delegate participation. Delegates were assigned to one of a number of small groups, each with a group leader, to maximize their participation in discussion activities.

Dr. Carl Safran, Superintendent, Calgary Public Schools, in his usual dynamic fashion opened the conference on Friday evening. Dr. Safran addressed himself to the theme and succeeded in setting the tone for the entire conference.

On Saturday morning a panel consisting of people representing a broad spectrum of educational roles across the province provided further information input to the conference delegates. The delegates then moved to the small group sessions designed to consider crucial guideline questions related to the theme of the conference, culminating in a statement of consensus from the group with respect to the questions under consideration. Following these sessions group leaders summarized the discussion and presented the reaction of their groups as proposals for further study.

Dr. Larry Ferguson, assistant to the president of Athabasca University, provided the concluding remarks.

Briefly, Dr. Ferguson states that education is certainly posed for tremendous change and the Worth Report is very timely in this regard. He views this change process as a healthy, positive growth factor involving adjustment and re-examination of crucial issues in education today.

Dr. Ferguson feels very positive about the Report in that the whole tenure was student-centered in its philosophy and set in a definite counselling-oriented climate. School counsellors, by virtue of their background, training, and orientation, are in a unique position to make a contribution and have reason for optimism.

One thing that was very noticeable was that there wasn't sufficient time to complete the small group session. However the enthusiastic response of participants to this activity suggests that a similar program should be offered in future conferences with additional time allotted to these small group sessions.

All sessions were videotaped and are available to interested parties by sending a blank videotape to Curriculum Resources, Audio Visual Services Branch, Department of Education, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta. The videotape will be dubbed and then returned to you for use in your own area. This was done so that people who were unable to attend the conference could through viewing the videotapes have some feeling for the conference proceedings and generate their own ideas regarding proposals put forth as a result of the small group discussions. Proceedings will also be written up in an issue of the "Alberta School Counsellor" to be released early in 1973.

*THE ALBERTA TEACHERS' ASSOCIATION,
GUIDANCE COUNCIL - News from the
Edmonton Regional Guidance Scene*

Submitted by Artie Kupchenko

The Edmonton Regional Guidance Council held a highly successful conference December 1 and 2, 1972, in Edmonton. The theme of the conference was "Changing Life Styles" and prominent local and out-of-town Albertans were guest speakers, from the Faculty of Sociology, Department of Educational Psychology; Edmonton and Calgary Public School Boards; Edmonton Journal; University of Calgary, and Edmonton Community Psychiatric Services. The success of the conference could partially be attributed to the multi-disciplinary approach provided by the varied specialists in the helping professions. "Changing Life Styles" was presented from several perspectives resulting in an extremely interesting and thorough coverage of the theme. Attendance both days was excellent despite the inclement weather, and registrants included counsellors, administrators, social workers, . . . (continued last page)

FOCUS ON

PROVINCIAL GUIDANCE COUNCIL EXECUTIVE OF THE ALBERTA TEACHERS ASSOCIATION (Table Officers)



From Left to Right: Dr. Mel Sillito, A.T.A. Representative, Dr. Lloyd West, President-Elect, Bill Cousens, Secretary-Treasurer, Dave Clarke, President, Terry Mott, Department of Education Representative, John Clulee, Editor

Missing: Mrs. R. Walsh, Past President, Dr. W. Hague, U. of A. Representative, Dr. A. Herman, U. of C. Representative

Who proposes to act as spokesman for those people who operate in the field of guidance and counselling in Alberta schools? Whose job is it to coordinate the provincial effort to upgrade the quality of professional service of school counsellors? What means can be employed to communicate to teachers, Department of Education, and the public regarding the place of guidance and counselling in the education system? How can educators ensure the suitability of pre-service and in-service education programs for

counsellors in university and on the job?

The Guidance Council, a branch of the Professional Development Department of the ATA, is an association to serve these needs. There are over 500 persons involved in school counselling in Alberta and there are over 400 persons who are members of the Guidance Council.

The structure of the Council, and tasks undertaken, may give a clearer picture of the function of the organization.

Structure:

Provincial Guidance Council Executive (Table Officers)

President	Dept. of Education Rep.
Past President	U. of A. Representative
President-Elect	U. of C. Representative
Secretary-Treasurer	ATA Staff Officer
Editor	

General Executive

This group includes the table officers, plus the Presidents of the seven regional councils:

North Western Alberta
North Eastern Alberta
Edmonton District
Central Alberta
Calgary and District
Southwestern Alberta
Southeastern Alberta

A notable feature of this structure is the inclusion of the Supervisor of Counselling and Guidance (Department of Education), two University representatives (Counsellor Education Department), ATA Staff Officer (liaison with P. D. Department) and the seven regional presidents (specific regional circumstances). Much cooperation, coordination and communication occurs through mutual involvement in work of the executive members.

Activities:

Publications

THE ALBERTA COUNSELLOR - a quality magazine published 4-5 times yearly

THE ALBERTA COUNSELLETOR - a newsletter published as required.

Publications are the major direct service to members.

Annual School Counsellors Conference

- both a professional development activity and a social event
- jointly sponsored by the Guidance and Counselling Branch and the ATA Guidance Council.

General Executive Meetings

- held 2-3 times yearly, to set and interpret policy, plan activities and share knowledge
- coordination and support for regional activities.

Table Officers Meetings

- to deal with administrative duties of the Council, correspondence and meeting plans
- to make decisions which fall within existing policy guidelines.

Representation to other Organizations

- Government, Department of Education
- universities, schools
- other groups involved in education.

Committee Work and Special Projects

- displays for conventions
- clarification of roles of regionals
- study of CEP
- etc.

A notable feature of these activities is that they involve much consultation, liaison and intra-provincial cooperation; also, they assume that strong regionals exist and are giving adequate feedback on the effectiveness of the effort. This assumption is not entirely well founded and the continued need exists to encourage active participation by the membership. The medium of the Guidance Council could be the most potent and direct voice in influencing decisions affecting counsellors and counselling in Alberta schools. The efforts made by many individuals at both provincial and regional levels is very encouraging. What are you doing to support the cause for counselling and guidance on the provincial or regional level?

Submitted by Dave Clarke, President,
ATA Guidance Council

HOME ECONOMICS EDUCATION

Submitted by Dr. E. Down, Coordinator, Home Economics Education, U. of A.

A new Home Economics curriculum has been approved for Alberta junior-senior high schools. Its content and structure cover the three broad areas of Foods and Nutrition, Clothing and Textiles and Modern Living. In order to prepare teachers to meet the challenge, changes were necessary in the university requirements for preparing teachers in Home Economics.

Chemistry 250 is now classified as a prerequisite for certain subjects required for teacher certification and still must be taken in the first year of the program. This change makes it possible to strengthen the subject matter content for teacher specialization by the addition of a one-half course in each of foods and nutrition, clothing textiles and two half courses in family studies.

In order to assist teachers in the field as well as students, the Faculty of Education and the School of Household Economics are willing to offer courses in the province for evening credit on off-campus to interested teachers.

Enrollment in the Bachelor of Education, Home Economics major decreased by fifty per cent last year. Jobs for Home Economics teachers in this province have not reached the maximum and teachers could encourage students to come into the education program.

A new department for Home Economics Education situated in the Education Building will be opened this spring. Its purpose is to give the prospective teachers more opportunity to study and practice in a simulated education setting.

New courses in Household Economics of interest to teachers which will be offered in 1973-74 include:

Socio-cultural Aspects of Food (FDNU 323)
Nutrition in the Community (FDNU 507)
Food Safety and Hygiene (FDNU 510)
Advanced Foods (FDNU 511)
Consumer Acceptance of Foods (FDNU 427)

Experimental Foods (FDNU 429)
Child Development (FAM 343)
Courtship and Marriage (FAM 346)
The Adolescent and his Family (FAM 347)
The Family in Contemporary Society (FAM 447)
The Family and the Handicapped Child (FAM 449)
Human Sexuality (FAM 541)
Socio-cultural Bases of Clothing (CLTX 412)
Personality and Clothing (CLTX 414)
Economics of Clothing (CLTX 416)
Housing (CLTX 306)
History of Architecture and Furnishings (CLTX 304)

Calendars for 1973-74 will be available in the New Year through the Registrar's Office at the University of Alberta and further information on inter-session courses, summer school offerings and the regular winter and spring sessions can be obtained from this office.

A REMINDER:

Submitted by Berneice MacFarlane,
Education Consultant in Home Economics

Note that both Fabrics and Dress 30 (new name Clothing and Textiles 30) and Foods and Nutrition 30 (new name Food Science 30) are acceptable as a non-examination subject for university entrance for a Bachelor of Education degree at the Universities of Calgary, Alberta and Lethbridge; for a Bachelor of Arts degree at the Universities of Calgary and Lethbridge and for the School of Household Economics at the University of Alberta.

The new courses, Clothing and Textiles 10, 20 and 30; Food Science 10, 20 and 30 and Modern Living 10, 20 and 30 are to be in full use by the Fall term 1974.

I would like to emphasize that Home Economics provides students with experiences which give direction to life but also may serve as a foundation for an ever widening list of career opportunities and makes a basic contribution to the general objectives of secondary education: 1) Personal Development, 2) Growth in Family Living, 3) Growth Toward Competence in Citizenship and 4) Occupational Preparation.

teachers, nurses, students and others in the helping professions. Meal and coffee breaks provided further opportunity for social interaction and stimulating contact.

Don Davies, president of the ERGC got the conference off to an excellent start Friday evening with his opening speech and he continued to do a fine job as Program Chairman for the remainder of the conference. Dr. Larson and Dr. Mitchell highlighted the evening with enlightening presentations, and the Association of Engineers generously hosted with liquid refreshments and presented an exciting film.

On Saturday morning the conference got off to an enthusiastic start with a welcome and inspirational talk by Dr. John Paterson. That same morning Dr. Harry Brody, from the University of Calgary gave an outstanding presentation on "Sexuality -- Changing Expectations", and for many this was indeed the highlight of the conference. Another major address was given by Dr. Wes Penner on "Hippie Life Styles", and Dr. Ken Low from the Calgary Public School Board discussed the "Drug Issue". Other exciting speakers were Dr. S. Ghazouly, psychiatrist; Dr. Juanita Chambers, educational psychology; and Mrs. June Sheppard, from the Edmonton Journal, who was the final speaker and did an excellent job in wrapping up the conference. Many of those who attended indicated that they had derived tremendous benefits from the conference and requested that there be more conferences of that calibre in the near future.

REQUESTS FOR VIDEO-TAPES

There was an error in the October '72 issue of *Spotlight* concerning where to send requests for video-tapes. Those wishing video-tapes should send their request and a blank video-tape to:

Curriculum Resources
Audio Visual Services Branch
Department of Education
Devonian Building
11160 Jasper Avenue
Edmonton, Alberta.

CAREER OUTLOOK PUBLICATIONS

The Department of Manpower and Immigration is changing its method of publishing Career Outlook material. In place of the annual University and Community College Career Outlook booklets, it will publish seven small booklets annually, each one combining university and community college career information in specific fields.

The following booklets will be published this fall:

1. *Career Outlook Tables,*
2. *Career Outlook in Engineering and Engineering Technology,*
3. *Career Outlook in Arts and Science.*

The others will be issued in the spring:

4. *Career Outlook in Health and Health Services,*
5. *Career Outlook in Biological and Environmental Sciences,*
6. *Career Outlook in Administration and Social Sciences and Services,*
7. *Career Outlook in Fine Arts and Communication.*

When these materials are received, this office will distribute same to personnel in all Alberta junior and senior high schools. Additional copies may be obtained upon request.

Career Centre . . . continued

of work, and calendars from post secondary institutions, are obtained where possible, in sufficient quantities for distribution to all schools. Materials involving considerable expense, such as audio-visual, etc., or which are difficult to obtain, are retained in the Career Centre and made available to the schools on a loan basis. Career and Educational displays, researched and assembled at the Centre, are rotated through the schools - junior and senior high - thus regularly providing continuous career and educational information for staff and students.

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